DOCUMENT RESUME

ED 410 582 CS 215 949

AUTHOR	Barber, Roxanne, Ed.
TITLE	National Writing Project Annual Report 1996-1997.
INSTITUTION	National Writing Project, Berkeley, CA.
PUB DATE	1997-04-00
NOTE	30p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Cost Effectiveness; Elementary Secondary Education; Higher Education; National Organizations; Program Descriptions; Student Needs; *Teacher Improvement; *Writing Improvement; *Writing Instruction
IDENTIFIERS	*National Writing Project

ABSTRACT

The first annual report in the project's 24-year history, this report describes aspects of the National Writing Project (NWP), a nationwide education program that works to improve student writing and thinking by improving the teaching of writing in U.S. schools. The report notes that each year more than 100,000 teachers in 45 states, the District of Columbia, and Puerto Rico come together in the summer, on weekends, and at the end of the school day to learn from other successful teachers how to improve their own teaching of writing. The report discusses how the NWP works, the kinds of programs conducted, what teachers say about the NWP, how NWP teachers serve as leaders, how the work of the NWP network is extended, a map of the NWP network, the NWP in print and online, two NWP teacher profiles, sources of NWP site funding, and cost effectiveness. Financial statements and a list of board of directors and senior staff is attached. (RS)

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Annual Report

1996-1997

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Statement from the independent evaluator:

The National Writing Project represents one of the most — if not the most — cost-effective investments that the federal government is making in professional development and in the improvement of education. With over 20 years of experience and refinement, the writing project model guides the design and oversees the operation of a national network of local professional development sites. The model deliberately designs mechanisms for teacher leaders to contribute to the work of the sites. Thus the NWP builds capacity over time, with its sites becoming measurably more capable of serving growing numbers of teachers, of producing events of ever-improving quality, and of serving increasingly diverse audiences. In this sense the NWP represents a federal investment in, as opposed to an expenditure on, professional development.

Our evaluation has shown that the NWP model, implemented faithfully, produces a professional development system that meets the important criteria for any investment in educational reform: it serves a large quantity of teachers; it produces quality events; it operates on a very cost-effective basis; its activities are available to all teachers and students; and most importantly, its work has educational significance for teachers and students across the country.

Mark St. John
Inverness Research Associates
March 1997

NWP

National *Writing* Project

1996-97 Annual Report

More than any set of college courses or training program I ever took, more than any inservice training ever provided by the districts for which I have worked, the writing project taught me how to be an effective, thoughtful, reflective, research-oriented teacher of English and of writing in particular.

Community College Teacher

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Welcome to the National Writing Project

The 24-year-old National Writing Project enters a new era with the publication of our first annual report. In this new era, the NWP has preserved and expanded its core work and accomplishments: universities and schools coming together to improve the writing and learning of every student in America. To this end, universities in 45 states have made the NWP part of their mission and over 1.5 million teachers have committed their time and energy to NWP programs.

The programs described in this report represent a deliberate attempt to collaborate more fully within our ranks as well as with other reform efforts. These programs also make the writing project — its model and its wisdom from practice and theory — more visible and accessible than ever before.

The new era, then, is one of considerably more outreach which accounts, in part, for the increase in funding and funding sources. The backbone of our funding remains the Federal support, from which we leverage $6.16 for every dollar.

We invite our friends, colleagues and those who are just becoming acquainted with the National Writing Project to call or visit our web site at http://www-gse.berkeley.edu/Research/NWP/nwp.html. For a firsthand look, visit one of our 160 sites. We want to show you the exceptional work of the thousands of teachers who make up the National Writing Project.

Richard Sterling, Executive Director

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What is the National Writing Project?

The National Writing Project is a nationwide education program that works to improve student writing and thinking by improving the teaching of writing in the nation's schools.

Every year more than 100,000 teachers across the country participate in National Writing Project programs.

At 160 writing project sites in 45 states, Washington D.C., and Puerto Rico, teachers come together in the summer, on weekends and at the end of the school day to learn from other successful teachers how to improve their own teaching of writing.

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How does the National Writing Project work?

Summer Institutes Create Teacher Leaders

In the spring, every writing project site identifies exemplary teachers of writing who represent all grade levels from kindergarten through university, and all subject areas from English to mathematics. These teachers attend summer institutes at the local writing project's university campus. During the institutes, teachers demonstrate their successful classroom practices, study research, pose their own research questions, and write extensively. In the process, teachers rethink their own teaching approaches to benefit their students. They also prepare to teach their fellow teachers during the academic year.

School Year Programs Extend Learning

During the school year, institute graduates provide inservice workshops — extended writing and reading programs — in their local schools and districts. At the same time, they continue their own professional growth as researchers, publishing writers, and expert practitioners whose combined and ongoing scholarship helps them to create more and more effective learning experiences for their students.

National Writing Project Principles . . .

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Writing is pivotal to learning, academic achievement and job success.

Year-Round Service Reaches the Community

Writing project teacher leaders serve as crucial resources in the community, not only working with their own students and colleagues, but with parents, administrators and policy-makers as well. Teacher leaders develop standards, frameworks and assessments. They conduct conferences, school programs and forums for young authors. They design community newsletters. In short, NWP teacher leaders initiate reform at all levels — national, state and local — and in doing so open new doors for our nation's students.

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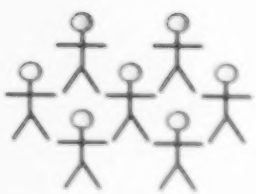
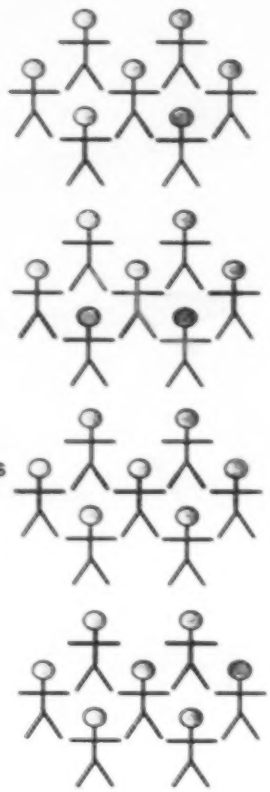
Writing instruction begins in kindergarten and continues through university.

What kinds of programs do writing project teachers conduct?

At each site, teachers plan programs that best meet the needs of the local teacher and student population:



- **Advanced Institutes**
- **Seminars & Study Groups**
- **Young Writers' Programs**
- **Assessment Workshops**
- **Bilingual & ESL Programs**
- **Emergent Literacy Programs**
- **Writing Across the Curriculum Series**
- **Writing & Reading Conferences**
- **Teacher Research Groups**
- **New Teacher Support**
- **Parent Workshops**



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National Writing Project Principles . . .

Universities and schools work best when they collaborate in the service of students.

Number of sites operating in the NWP nationwide network in 1995-96: 160

Number of active teacher leaders in the NWP nationwide network in 1995-96: 13,651

Number of participants served by the NWP nationwide network in 1995-96: 132,838

Number of participants served by the NWP nationwide network to date: 1.7 million

Effective teachers of writing are writers.

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What do teachers say about the National Writing Project?

Like many other teachers, I was isolated and unaware of new methods I could be using because I was in a school climate that did not encourage growth. The writing project brought me together with other enthusiastic, growing teachers with a zest for learning, many of whom have become a lifetime support network for me outside of the schools in which I have taught.

The writing project helped me to see the power of collaboration among educators. The exchange of ideas and strategies between teachers has been an extra bonus for me as a new teacher. I have gained an invaluable experience, learning from well-prepared and well-organized experts in the field of writing.

My students and I spend our school year in a little building about 100 miles from the nearest large town. But with the writing project, I feel like I'm in touch with the best ideas from anywhere in the nation.

The summer institute was the most powerful learning experience I have ever had.

Almost thirty years ago I began my teaching career in the barrios of East Los Angeles. As early as 7th grade, my students were suffering from the ravages of poverty and illiteracy. As a young teacher I was suffering from a lack of strategies and materials to significantly help these students who at twelve years old could, in some cases, barely read or write. Not until the writing project provided the opportunities to apply practices and research to today's children have I felt satisfied that the legacies of my first students would be fulfilled.

National Writing Project Principles . . .

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Exemplary teachers make the best teachers of other teachers.

How do NWP teachers serve as leaders?

The average leadership pool at a writing project site consists of 80 teachers who undertake a variety of local, state and national roles in addition to their writing project work. In 1995-96, teachers across the country served in the following ways:

Participate in organized curriculum development activities at their school, district, etc:	5,441
Serve as local school or department leaders/specialists:	3,655
Team teach or peer coach in their home schools:	3,493
Provide leadership for local school restructuring efforts:	3,452
Write for publications (school, district, local or national):	2,303
Serve as presenters or consultants to county-level professional development activities:	2,130
Facilitate in pre-service programs (i.e., serve as master teachers, adjunct faculty):	2,029
Serve as district- or state-designated mentor teachers:	2,006
Provide leadership to national, state or local professional associations:	1,802
Serve on county or state task forces, or otherwise support statewide reform efforts:	1,664
Serve on national task forces, or otherwise support national-level reform efforts:	516

Data collected by Inverness Research Associates

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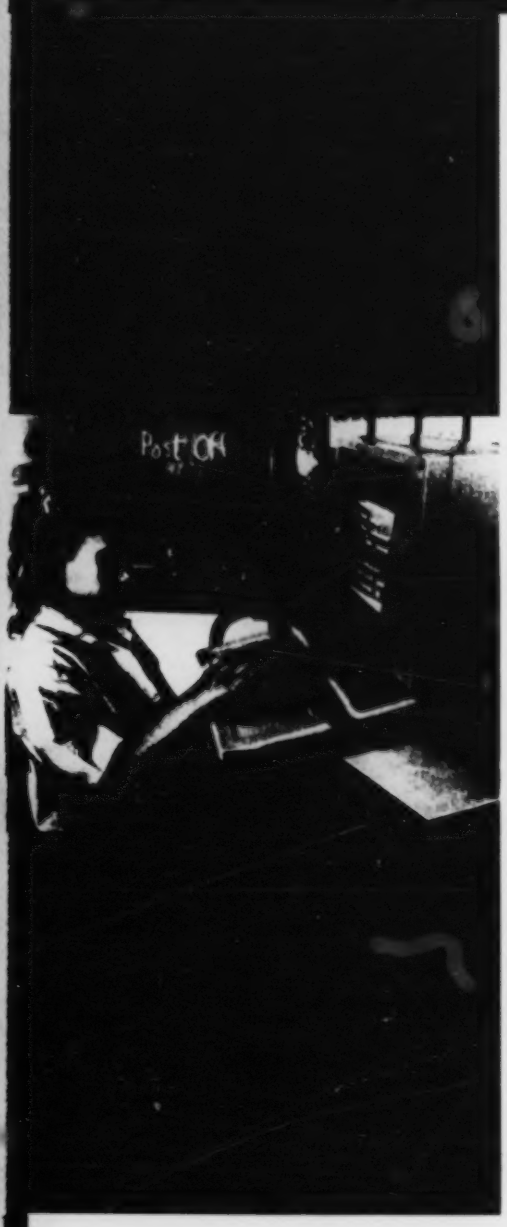
Teachers are the key to reform in education.

How is the work of the NWP network extended?



Technical Assistance Program

The Technical Assistance program draws on the talents, experience and particular strengths that exist within the network. Directors serve as mentors for each other, visiting sites across the country, sharing materials and working together on all aspects of leading a site.

Teacher Exchange

During the summer institutes, teachers participating in the NWP Teacher Exchange program spend two weeks visiting another writing project site. Traveling teachers bring new perspectives and approaches to their host sites and gather ideas to take back to their home sites.

Directors' Retreat

Thirteen site directors gathered in Flagstaff, Arizona in the spring of 1996 to inaugurate the first NWP Directors' Retreat. The five-day program began with a team-building adventure on the Colorado River, followed by three days in residence at the Northern Arizona University campus. Directors took this time to discuss site responsibilities and issues as well as to write and conduct strategic planning.

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National Writing Project Principles . . .

Professional development begins when teachers enter teaching and continues throughout their careers.

Project Outreach

Project Outreach is a long-term effort to extend the quality and quantity of NWP services to teachers who work with low-income youth. Sponsored by a four-year, $2 million grant from DeWitt Wallace-Reader's Digest Fund, Project Outreach sites are working with local teachers to study the needs and strengths in their service areas. Project Outreach sites will then serve as research and development sites for the full NWP network, exploring ways to improve access, diversify leadership, and improve the impact of their professional development work.

Annenberg Rural Challenge

In 1996, the National Writing Project joined 14 other national organizations as founding partners in the Annenberg Rural Challenge. The Rural Challenge is a long-term national effort to strengthen rural education and to bring the lessons learned from effective rural schools into the mainstream of national school reform. Along with organizations such as Foxfire, the Breadloaf Rural Teachers Network, Schools at the Center, PACERS, and the League for Professional Schools, the NWP will receive support to strengthen its own programs in rural America and to establish strong ties to other partners in the Annenberg Rural Challenge.

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THE NATIONAL WRITING PROJECT NETWORK

Alabama:
- Auburn
- Jacksonville
- Normal
- Troy
- Tuscaloosa

Alaska:
- Juneau

Arizona:
- Flagstaff
- Tempe
- Tuscon

Arkansas:
- Fayetteville
- Little Rock
- Jonesboro

California:
- Arcata
- Bakersfield
- Berkeley
- Chico
- Davis
- Fresno
- Irvine
- Long Beach
- Los Angeles (2)
- Riverside
- San Diego
- San Jose
- San Luis Obispo
- Santa Barbara
- Santa Cruz
- Turlock

Colorado:
- Greeley

Connecticut:
- Stamford
- Storrs

District of Columbia

Florida:
- Orlando
- Jacksonville
- Tallahassee

Georgia:
- Americus
- Atlanta
- Kennesaw
- Savannah
- Valdosta

Hawaii:
- Honolulu

Idaho:
- Moscow

Illinois:
- Chicago
- Evanston
- Normal

Indiana:
- Hammond
- Indianapolis
- Muncie

Iowa:
- Cedar Rapids

Kentucky:
- Bowling Green
- Highland Heights
- Lexington
- Louisville
- Morehead
- Murray
- Richmond

Louisiana:
- Baton Rouge
- Hammond
- Lafayette
- Monroe
- New Orleans
- Shreveport

Maryland:
- Salisbury
- Towson

Massachusetts:
- Amherst
- Boston

Michigan:
- East Lansing
- Kalamazoo
- Marquette
- University Center
- Waterford
- Ypsilanti

Minnesota:
- Minneapolis

Mississippi:
- Cleveland
- Hattiesburg
- Itta Bena
- Jackson
- Lorman
- Oxford
- Starkville

Missouri:
- Columbia
- Kansas City
- Springfield
- St. Joseph
- St. Louis

Montana:
- Missoula

Nebraska:
- Lincoln

Nevada:
- Las Vegas
- Sparks

New Mexico:
- Albuquerque
- Gallup
- Las Cruces
- Portales

New York:
- Bronx
- Buffalo
- Garden City
- Peekskill
- Stony Brook

North Carolina:
- Charlotte
- Cullowhee
- Greenville
- Raleigh
- Winston-Salem

North Dakota:
- Minot

Ohio:
- Kent
- Oxford
- Toledo

Oklahoma:
- Norman
- Stillwater

Oregon:
- Ashland
- Eugene
- La Grande
- Portland
- Salem

Pennsylvania:
- Erie
- Fogelsville
- Indiana
- Middletown
- Philadelphia
- Pittsburgh
- West Chester
- Wilkes-Barre

Puerto Rico:
- Santurce

Rhode Island:
- Providence

South Carolina:
- Clemson
- Columbia (3)
- Conway
- Rock Hill
- Spartanburg

South Dakota:
- Vermillion

Tennessee:
- Martin

Texas:
- El Paso
- Fort Worth
- Houston
- Lubbock
- Laredo
- Texarkana

Utah:
- Logan

Vermont:
- Burlington

Virginia:
- Blacksburg
- Charlottesville
- Fairfax
- Norfolk
- Petersburg
- Richmond
- Williamsburg

Washington:
- Ellensburg
- Seattle

West Virginia:
- Huntington
- Morgantown
- South Charleston

Wisconsin:
- Oshkosh
- Stevens Point
- Waukesha

Wyoming:
- Cheyenne

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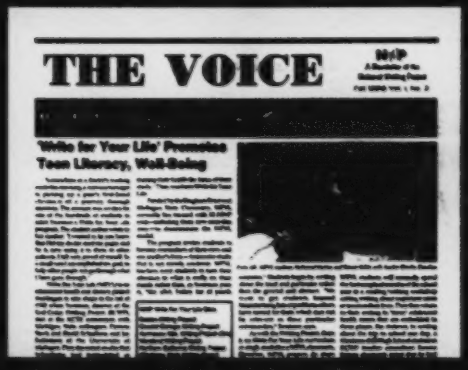
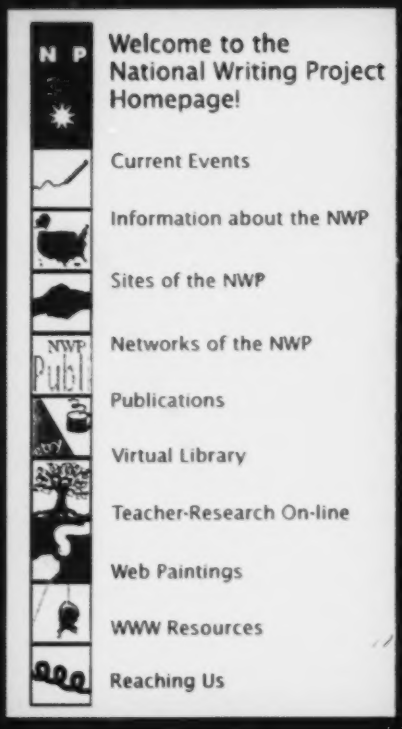
The National Writing Project in print and on line





Writing teachers should write. This common sense notion has been among the core assumptions of the National Writing Project from the beginning. That's why, from its inception, NWP has found ways to spotlight teacher writing. Our premier publication, *The Quarterly*, helps connect NWP sites by serving as a lively forum for educational issues related to literacy as well as a vehicle for bringing the work of literacy researchers to the attention of classroom teachers. Our newest publication, *The Voice*, is full of news about NWP programs and events, profiles of directors and teachers, and tips on resources available to writing teachers.

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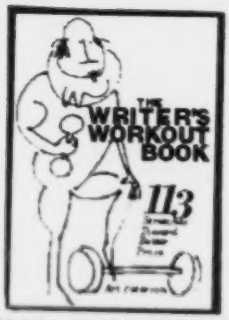
Teacher's Voices
Portfolios in the Classroom
MARY ANN SMITH & MIRIAM YLVISAKER, EDITORS

Cityscapes
Eight Views from the Urban Classroom
MEMBERS OF THE NATIONAL WRITING PROJECT
URBAN SITES NETWORK



The Writer's Workout Book
113 Stretches Toward Better Prose
ART PETERSON

I Can Write What's on My Mind
Theresa Finds Her Voice
SHERRY SEALE SWAIN

Writing Your Heritage
A Sequence of Thinking, Reading, & Writing Assignments
DEBORAH DIXON

The NWP website, at http://www-gse.berkeley.edu/Research/NWP/nwp.html, is an information source for people who want to learn more about the writing project, an Internet resource for members of the NWP, and a means of promoting communication among teachers and writers both inside and outside of the NWP network.

This year we've added two titles to our growing list of books — *Cityscapes* and *The Writer's Workout Book*. Heinemann and the National Council of Teachers of English now distribute our books, which are often centerpieces at workshops and conferences and in teacher preparation courses, partially accounting for a 100% increase in sales over the past year.

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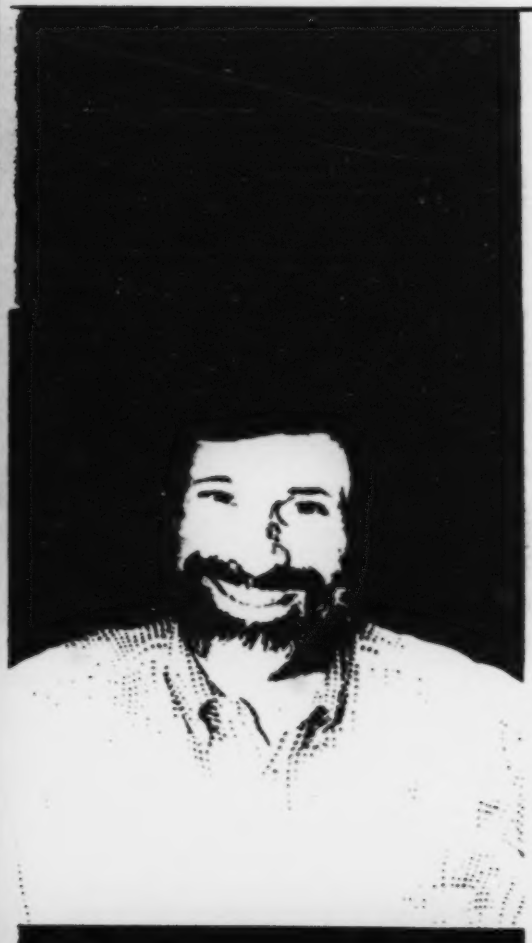
NWP Teacher Profile:

Laury Fischer
Diablo Valley College
Concord, California
1995-96 Diablo Valley Teacher of the Year
Bay Area Writing Project



Laury Fischer is a former cook turned teacher. When he started out, he thought teaching would be easy and even maybe a little boring. "I also thought I would be good at it right away. None of these were true. Meeting 150 students a day is an incredible amount of work."

At the same time, Laury, a 23-year veteran teacher, is delighted that "every day is different and every student is a challenge." He spent the first half of his career as a high school English teacher encountering "that incredible swirl of energy at the start of each class period. When you do it right, you manage that energy. You funnel students into doing work they never intended to do."

When it comes to writing, that work centers around students' interests. His "Proteus Project" invites students to pursue a topic that intrigues them: to interview people, visit places, observe events, read widely, and most important, write an exciting report that, as Laury puts it, "does not squeeze the life out of the subject."

Over time, Laury's students have interviewed political leaders, environmentalists, rock n' roll stars, dying teenagers, grandparents, business leaders, quilt makers, alcoholics, skydivers. The list is endless. And the writing is exactly what Laury envisions. After many drafts and revisions and conferences, the students write papers that he believes are publishable. It is writing that inspires parents to call him with their gratitude.

Writing in Laury's class ranges from traditional literary analysis and comparison/contrast essays to editorials, letters of appreciation to former teachers, and brochures. (The one-time handbook on what to do in Fremont on the weekend was "a short book," according to Laury.) He offers similar writing experiences to the community college students he now teaches.

In this new setting, Laury meets many adult students who have been out of school for awhile or who have immigrated to the U.S. "The typical adults in community college are terribly frightened and insecure," he says. "They worry about being overwhelmed academically and socially. I have to build their confidence."

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Laury has had his own experiences with gaining confidence and skill. Early in his teaching career, he started attending writing project workshops once a month. "They were the only good workshops," he says. "There was not an ounce of phooey about them. The most delightful, smart teachers would be there teaching us. Slowly the workshops raised the level of my game and raised my expectations of students."

Six years after he started teaching, Laury was invited to participate in the Bay Area Writing Project summer institute. "The institute engaged me in the longest, most productive discussions about my practice I have ever had," Laury explains. "It allowed me to write again and it allowed me a summer of reflection. I hadn't had ten minutes to reflect before that." In fact, he admits to having had no idea why he taught the way he did until he came to the project. Teaching other teachers — explaining his classroom practices to them — also encouraged him to figure out why his approaches worked and to develop other innovative techniques.

The writing project has influenced the lives of other teachers at Diablo Valley Community College. According to Laury, "One colleague leads a workshop or discussion each month. I get to see all my colleagues teach and then to talk to them day to day in the most positive way about our students and our practices."

Laury, like other exemplary teachers, is often asked when he is going to "move up," to become an administrator. "I can't picture a job I like better than teaching," he answers. "Any job I designed would look a lot like the one I have now."

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NWP Teacher Profile:

Gloria Dukes
Wilder Middle School
Savannah, Georgia
1995-96 Chatham County Teacher of the Year
Coastal Georgia Writing Project

"My students represent all of us," says Gloria Dukes, describing the multiple cultures and colors and talents among the 140 eighth-graders she teaches. "My job is to help them say, 'I can.'"

Eleven years ago when Gloria began her teaching career, her self-described job was unusually difficult. She inherited a class of eighth-graders who had been retained over and over again. "They had struggled with school and bought out," Gloria explains. "Every night I went home with a headache."

Gradually, however, Gloria designed ways to make her classroom a home for students, regardless of their circumstances. "I hear people saying that kids don't read. That's not true," she says emphatically. "If kids can see themselves between the covers of the book, they will read. My students especially like books about people overcoming challenges."

Gloria handpicks the books her students read, rather than relying on the standard anthology. She has her students sit in small "lit circles" where they read aloud to each other and talk about what they read. It's the huddling and talking that engage them in the reading and in the new ideas that come from books.

Gloria's eighth-graders also write their own books. Every year they create children's books. "Each book has to teach a lesson, to have a moral," Gloria says. "The books go through many drafts and revisions. Then we all go out to elementary schools and read to the children." For the older students, their writing is suddenly important and public. It has a new meaning for them because they are sharing it with an appreciative audience.

In fact, the students who reside in Gloria's classroom write for many different audiences and purposes. They write biographies and autobiographies, poems and interviews, character sketches, research papers, journals, and letters. They write every single day for the first ten minutes of class. They write for pen pals. They write for their parents.

During the year, her eighth-graders give their parents gifts of their writing. For instance, last Christmas students presented their parents with bound autobiographies which, according to Gloria,

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ended up in family treasure chests along with the baby shoes. "I asked the parents to write about their gift and what it meant to them," she says. "They wrote that they cried."

Gloria's students excel at writing for and about other people. For example, they compose tributes to their ancestors, research papers about their own names, explanations and examples of what culture and heritage mean. These writings are displayed in the school media center and then once again, sent home to the families.

Why would a teacher of Gloria's caliber seek out the writing project? "I knew there had to be more," Gloria explains. "More people who knew how to teach reading and writing. More that I could be doing.

"The writing project transformed me. It made me examine how I was teaching writing, how I was inviting or not inviting students to write. It introduced me to so many ideas and theories and to a community of learners. I wanted to take that community back to my students."

Gloria thinks of the writing project in terms of a professional conversation with teachers who are "about business and about engaging students." The writing project, in her experience, "views these teachers as professionals. That to me is the utmost respect."

At the same time, Gloria announces with some pride that her students credit her for not acting like a teacher.

"What does a teacher act like?" she asks them.

"Not like you."

"That's because I do whatever it takes to teach them, to get a point across," she says with a laugh. "I might break out in song or act out a part. I don't ask them for robotic, institutionalized responses. I ask them for what I give them: something thought-provoking."

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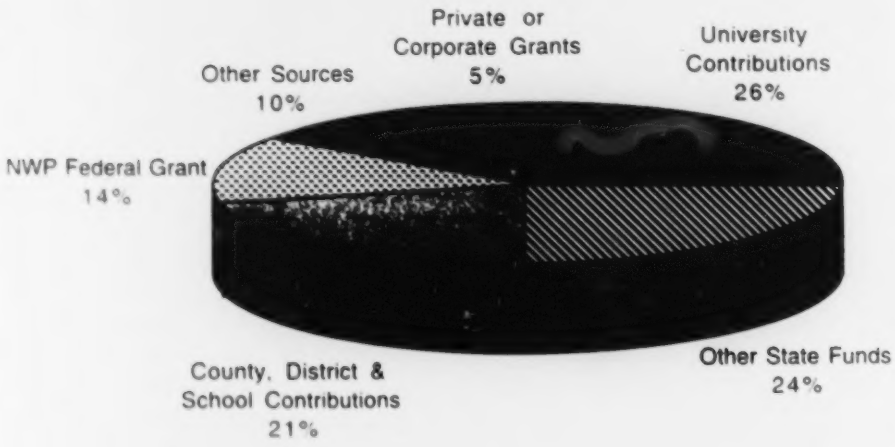
What are the sources of NWP site funding?

Distribution of 1995-96 NWP Site Funding


Private or Corporate Grants 5%
University Contributions 26%
Other Sources 10%
NWP Federal Grant 14%
County, District & School Contributions 21%
Other State Funds 24%

1995-96 Total Federal Funding: $3.2 million + 1995-96 Cost Sharing Funds: $14.8 million = 1995-96 Total Site Support: $18 million

The National Writing Project generates $6.16 for every Federal dollar.

The National Writing Project serves participants at an average cost in Federal dollars of just $1.15 per contact hour .

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Data collected by Inverness Research Associates

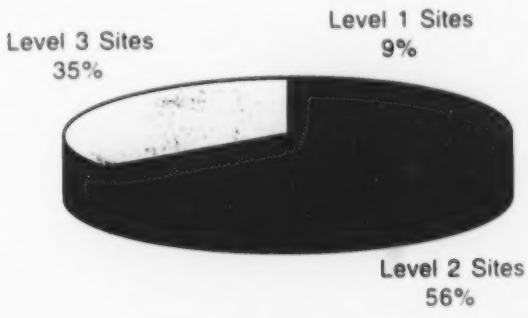
How does cost effectiveness improve as sites mature?

As writing project sites mature, they conduct more programs at a significantly lower cost:

NWP Funds Spent per Contact Hour by Level of Site Development:

Level 1	$5.39
Level 2	$1.95
Level 3	$0.67
Average	$1.15

NWP Sites by Level of Development



Level 1 - New Sites
Level 2 - Expanding Sites
Level 3 - Well-Established Sites

Level 1 sites (14) conducted 2% of all activities and 2% of all contact hours in 1995-96.

Level 2 sites (90) conducted 45% of all activities and 31% of all contact hours in 1995-96.

Level 3 sites (56) conducted 53% of all activities and 67% of all contact hours in 1995-96.

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Data collected by Inverness Research Associates

NWP 1995-96 Financial Statements

National Writing Project Statement of Financial Position
June 30, 1996

ASSETS		
Cash and cash equivalents		$ 88,229
Grants receivable		228,687
Accounts receivable		2,818
Prepaid expenses		75,876
Furniture and equipment, net		22,474
	Total assets	$ 418,084
LIABILITIES		
Accounts payable		$ 158,853
Accrued expense		37,070
	Total liabilities	$ 195,923
NET ASSETS		
Unrestricted		$ 136,475
Temporarily restricted		85,686
	Total net assets	$ 222,161
	Total liabilities and net assets	$ 418,084

National Writing Project Statement of Activities
June 30, 1996

	Unrestricted	Temporarily Restricted	Total
REVENUES AND OTHER SUPPORT:			
Federal assistance	$ 3,477,733	$ -	$ 3,477,733
Contributions	65,980	-	65,980
Publications	14,096	-	14,096
Interest income	15,936	-	15,936
Net assets released from restrictions:			
Satisfaction of program restrictions	193,879	(193,879)	-
TOTAL REVENUES AND OTHER SUPPORT	$ 3,767,624	$ (193,879)	$ 3,573,745
EXPENSES:			
Program services:			
Writing project developments	$ 3,310,891	$ -	$ 3,310,891
Supporting services:			
Management and general	352,822	-	352,822
TOTAL EXPENSES	$ 3,633,713	$ -	$ 3,663,713
CHANGE IN NET ASSETS	$ 103,911	$ (193,879)	$ (89,968)
NET ASSETS AT BEGINNING OF YEAR (as restated)	$ 32,564	$ 279,565	$ 312,129
NET ASSETS AT END OF YEAR	$ 136,475	$ 85,686	$ 222,161

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National Writing Project
Statement of Functional Expenses
For the year ended June 30, 1996

	Program Services	Management and General	Total
Site support grants	$ 2,656,061	$ -	$ 2,656,061
Personnel	367,506	205,475	572,981
Travel	145,082	9,052	154,134
Professional services	99,068	18,448	117,516
Supplies	7,695	28,109	35,804
Printing	9,474	11,836	21,310
Telephone	-	21,276	21,276
Facility costs	-	18,052	18,052
Computer expense	11,191	-	11,191
Postage	-	11,093	11,093
Publications	6,428	1,575	8,003
Miscellaneous	1,036	6,644	7,680
Accounting	-	7,490	7,490
Stipends	7,350	-	7,350
Equipment maintenance	-	3,228	3,228
Insurance	-	2,572	2,572
Entertainment	-	1,382	1,382
	$ 3,310,891	$ 346,232	$ 3,657,123
Depreciation expense	-	6,590	6,590
	$ 3,310,891	$ 352,822	$ 3,663,713

Independent Auditor's Statement

I have audited the accompanying statement of financial position of the National Writing Project (a California not-for profit organization) as of June 30, 1996, and the related statements of activities, functional expenses and cash flows for the year then ended. These financial statements are the responsibility of the organization's management. My responsibility is to express an opinion on these financial statements based on my audit.

I conducted my audit in accordance with generally accepted auditing standards, Government Auditing Standards, issued by the Comptroller General of the United States and the provisions of Office of Management and Budget Circular A-133, "Audits of Institutions of Higher Education and Other Nonprofit Institutions." Those standards and OMB Circular A-133 require that I plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts of disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. I believe that my audit provides a reasonable basis for my opinion.

In my opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the National Writing Project as of June 30, 1996, and the changes in its net assets and its cash flows for the year then ended in conformity with generally accepted accounting principles.

James G. Woo, CPA

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National Writing Project Board of Directors:

Daniel Boggan Jr., Chief Operating Officer, National Collegiate Athletic Association

Sandra Burkett, former Director, Mississippi State University Writing/Thinking Project

Ricardo Fernandez, President, Lehman College

Donald Gallehr, Director, Northern Virginia Writing Project

James Gray, Chairman of the Board, Founder, National Writing Project

John Hale, Associcte Director, Center for Civic Education

George P. Haley, Attorney, Pillsbury, Madison & Sutro LLP

Augusta Souza Kappner, President, The Bank Street College of Education

Donald McQuade, Professor of English, University of California, Berkeley

Robert Polkinghorn, Executive Director, Academic Collaboratives in Education, University of California Office of the President

William Russell, Sr. Development Officer, School of Education, and Sr. Advisor to the Center for the Advancement of Ethics and Character, Boston University

Richard Sterling, Executive Director, National Writing Project

National Writing Project Senior Staff Members:

Executive Director	Richard Sterling
Co-Director	Mary Ann Smith
Associate Directors	Elyse Eidman-Aadahl Jo Fyte Carol Tateishi

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Design and Editing: Roxanne Barber

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Printed April 1997

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